

## Broad River Elementary

474 Broad River Blvd.  
Beaufort, SC 29906

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	360 Students	
<b>Principal</b>	Dr. Melissa Sheppard	843-322-8400
<b>Superintendent</b>	Edna H. Crews	843-322-2300
<b>Board Chair</b>	Ms. Dale Friedman	843-322-2356

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	66	10	1

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Below Average	Yes

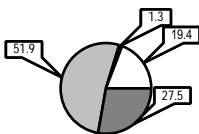
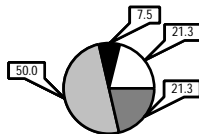
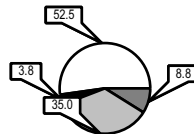
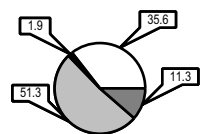
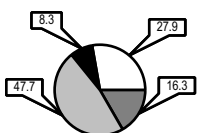
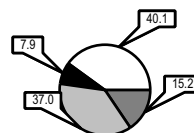
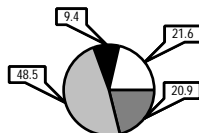
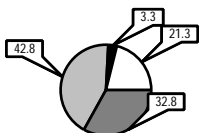
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	190	100.0	19.4	51.9	27.5	1.3	43.8	Yes	Yes
<b>Gender</b>									
Male	94	100.0	25.7	55.4	18.9	0.0	32.4		
Female	96	100.0	14.0	48.8	34.9	2.3	53.5		
<b>Racial/Ethnic Group</b>									
White	84	100.0	13.7	56.2	28.8	1.4	50.7	Yes	Yes
African American	84	100.0	27.9	47.1	23.5	1.5	35.3	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	7.7	61.5	30.8	0.0	38.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	147	100.0	14.8	51.6	32.0	1.6	50.0		
Disabled	43	100.0	34.2	52.6	13.2	0.0	23.7	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	190	100.0	19.4	51.9	27.5	1.3	43.8		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	188	100.0	19.5	51.6	27.7	1.3	44.0		
<b>Socio-Economic Status</b>									
Subsidized meals	120	100.0	25.3	48.5	24.2	2.0	35.4	Yes	Yes
Full-pay meals	70	100.0	9.8	57.4	32.8	0.0	57.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	190	100.0	21.3	50.0	21.3	7.5	43.8	Yes	Yes
<b>Gender</b>									
Male	94	100.0	25.7	47.3	17.6	9.5	41.9		
Female	96	100.0	17.4	52.3	24.4	5.8	45.3		
<b>Racial/Ethnic Group</b>									
White	84	100.0	13.7	50.7	23.3	12.3	52.1	Yes	Yes
African American	84	100.0	32.4	48.5	17.6	1.5	30.9	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	7.7	61.5	23.1	7.7	53.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	147	100.0	13.9	51.6	25.4	9.0	53.3		
Disabled	43	100.0	44.7	44.7	7.9	2.6	13.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	190	100.0	21.3	50.0	21.3	7.5	43.8		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	188	100.0	21.4	50.3	21.4	6.9	43.4		
<b>Socio-Economic Status</b>									
Subsidized meals	120	100.0	28.3	47.5	21.2	3.0	36.4	Yes	Yes
Full-pay meals	70	100.0	9.8	54.1	21.3	14.8	55.7		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	190	100.0	52.5	35.0	8.8	3.8	12.5
<b>Gender</b>							
Male	94	100.0	55.4	33.8	6.8	4.1	10.8
Female	96	100.0	50.0	36.0	10.5	3.5	14.0
<b>Racial/Ethnic Group</b>							
White	84	100.0	43.8	37.0	13.7	5.5	19.2
African American	84	100.0	69.1	26.5	1.5	2.9	4.4
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	23.1	61.5	15.4	0.0	15.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	147	100.0	45.1	39.3	10.7	4.9	15.6
Disabled	43	100.0	76.3	21.1	2.6	0.0	2.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	190	100.0	52.5	35.0	8.8	3.8	12.5
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	188	100.0	52.8	34.6	8.8	3.8	12.6
<b>Socio-Economic Status</b>							
Subsidized meals	120	100.0	59.6	33.3	7.1	0.0	7.1
Full-pay meals	70	100.0	41.0	37.7	11.5	9.8	21.3

<b>Social Studies</b>							
All Students	190	100.0	35.6	51.3	11.3	1.9	13.1
<b>Gender</b>							
Male	94	100.0	36.5	54.1	6.8	2.7	9.5
Female	96	100.0	34.9	48.8	15.1	1.2	16.3
<b>Racial/Ethnic Group</b>							
White	84	100.0	30.1	53.4	13.7	2.7	16.4
African American	84	100.0	41.2	51.5	5.9	1.5	7.4
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	30.8	46.2	23.1	0.0	23.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	147	100.0	25.4	59.0	13.1	2.5	15.6
Disabled	43	100.0	68.4	26.3	5.3	0.0	5.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	190	100.0	35.6	51.3	11.3	1.9	13.1
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	188	100.0	35.8	50.9	11.3	1.9	13.2
<b>Socio-Economic Status</b>							
Subsidized meals	120	100.0	39.4	52.5	8.1	0.0	8.1
Full-pay meals	70	100.0	29.5	49.2	16.4	4.9	21.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	62	100.0	15.0	30.0	51.7	3.3	55.0
	4	73	100.0	22.7	59.1	18.2	N/A	18.2
	5	80	100.0	28.9	56.6	13.2	1.3	14.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	74	100.0	16.4	34.5	45.5	3.6	49.1
	4	54	100.0	21.7	56.5	21.7	0.0	21.7
	5	62	100.0	20.3	64.4	15.3	0.0	15.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	62	100.0	26.7	60.0	11.7	1.7	13.3
	4	73	100.0	30.3	59.1	6.1	4.5	10.6
	5	80	100.0	43.4	38.2	6.6	11.8	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	74	100.0	18.2	63.6	14.5	3.6	18.2
	4	54	100.0	26.1	39.1	26.1	8.7	34.8
	5	62	100.0	20.3	45.8	23.7	10.2	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	74	100.0	52.7	40.0	5.5	1.8	7.3
	4	54	100.0	43.5	39.1	15.2	2.2	17.4
	5	62	100.0	59.3	27.1	6.8	6.8	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	74	100.0	29.1	61.8	9.1	0.0	9.1
	4	54	100.0	28.3	52.2	19.6	0.0	19.6
	5	62	100.0	47.5	40.7	6.8	5.1	11.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 360)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.8%	Up from 2.9%	3.7%	3.0%
Attendance rate	95.7%	Down from 96.0%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.4%	Down from 10.2%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.4%	Down from 7.9%	3.4%	3.2%
Eligible for gifted and talented	20.0%	Down from 21.8%	11.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Down from 11.9%	8.9%	8.2%
Older than usual for grade	0.0%	Down from 0.5%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.7%	0.0%	0.0%
<b>Teachers (n= 35)</b>				
Teachers with advanced degrees	65.7%	Up from 60.5%	51.4%	52.6%
Continuing contract teachers	94.3%	Down from 94.7%	85.0%	83.3%
Highly qualified teachers	90.9%	Down from 96.3%	94.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 87.6%	87.3%	87.0%
Teacher attendance rate	93.2%	Down from 94.4%	95.0%	95.0%
Average teacher salary	\$46,049	Up 3.3%	\$41,347	\$41,703
Prof. development days/teacher	12.9 days	Down from 21.7 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	15.0	Up from 13.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 22.6 to 1	18.4 to 1	18.8 to 1
Prime instructional time	85.7%	Down from 88.4%	89.4%	89.8%
Dollars spent per pupil*	\$9,334	Up 6.6%	\$6,017	\$6,242
Percent of expenditures for teacher salaries*	63.7%	Up from 63.6%	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Broad River Elementary is dedicated to ensuring that all children grow and learn academically, socially, and physically. The learning environment is structured to ensure student success at all levels. The year-round calendar, intersession activities, parenting classes, Family Nights, and the Early Childhood Development Center all served to promote our school mission and goals.

All students were involved in community service projects this year, learning about the importance of citizenship and contributing to the community at-large. The children raised funds for charity, volunteered time and talent to paint the windows of area businesses, and contributed their writing to national magazines for publication. These experiences, coupled with the IB-Primary Years Program, gave the children the opportunity to apply learned skills and to give back to their community.

Teachers and parent members of the School Improvement Council engaged in developing the five year plan which focused on programs and structures that will help each child succeed. Included in the plan are the addition of staff development in the area of mathematics for all staff and the acquisition of a math coach for the staff. As a Title I school, BRES was placed on School Improvement this year. The Adequate Yearly Progress Report indicated that BRES had achieved 18 of 19 indicators required. The unsuccessful indicator included a group of students not achieving proficiency in the area of mathematics. It is our intent for next year to ensure that mathematics is a major focal point for instruction, and teacher data teams have been created to study areas of weakness and to help ensure our success. Our overall PACT results indicated that over 80% of our third and fourth graders and 70% of our fifth graders achieved basic or above on the ELA test. Over 70% of BRES third and fourth graders and 60% of our fifth graders achieved scores of basic or above on the mathematics test. It is our aim, however, for all of our children to be proficient in all subject area tests in the future.

End of the year PTO/SIC parent questionnaires indicated that over 95% were satisfied with the school's performance and with home/school communications. However, many parents indicated that their participation in school activities was limited due to their work schedules. It is our aim for next school year to accommodate as many parent schedules as possible in order to ensure more participation.

BRES is proud that it continues to be an award winning school and this year was named a 2005 School of Merit by the National Association of Year Round Education. An official evaluation of the IB-Primary Years Program by an IBO auditing team granted the school renewed status as an authorized IB-PYP World School. We are dedicated to maintaining our award status and to improving the academic program in all areas for next school year.

Dr. Melissa P. Sheppard, Principal  
Ms. Anna Edwards, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	50	42
Percent satisfied with learning environment	100.0%	90.0%	80.0%
Percent satisfied with social and physical environment	100.0%	78.0%	87.8%
Percent satisfied with school-home relations	69.4%	88.0%	68.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.